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ABSTRACT

The student's manual of this set consists of materials dealing with the communication skills needed by individuals studying to become cosmetology instructors. Addressed in the individual units of the course are the following topics: the meaning of the term communication, breakdowns in communication, procedures for avoiding breakdowns in communication, communication in the workplace, communication in the classroom, and parliamentary procedure. Each unit contains some or all of the following: objectives, a list of new terms and definitions, instructional text, and one or more learning activities. The instructor's guide contains answers to learning activities, unit tests, answers to the unit tests, and a list of basic competencies that the student should master. (MN)

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Communication Skills: A Guide for Cosmetology

Student's Manual

By

Barbara E. Selke

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Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information and activities for student instructors to help them in developing effective communication skills.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and the instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help in meeting those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests.

Although both publications are copyrighted, the instructor should feel free to make copies of the unit tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP) as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor having these students to show how the instructional materials can be adapted for specific individualized instruction. Consult local, state, and federal agencies that offer assistance and guidance and that can provide sound recommendations for productive classroom management.

Jack E. Robertson, Ph.D.
Director, Extension Instruction
and Materials Center

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Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help you to develop the competencies you will need to be successful in your chosen profession as a cosmetology instructor.

Basic Competencies

- Indicate an understanding of the term communication by defining that term.
- Exhibit a knowledge of the ways people communicate by naming three principal ways this communication takes place.
- Demonstrate an understanding of 10 general causes of communication breakdowns by explaining those causes.
- Demonstrate an understanding of 12 ways to help avoid communication breakdown by explaining those methods.
- Exhibit a knowledge of various kinds of communication by defining upward communication, downward communication, and horizontal communication.
- Indicate an understanding of behaviors and attitudes that encourage good communication in an organization by naming those behaviors and attitudes.
- Demonstrate an awareness of the characteristics of one who communicates well with clients by describing those characteristics.
- Exhibit an understanding of the differences and similarities of students who are adults and young adults and students who are children by explaining those differences and similarities.
- Demonstrate a knowledge of attitudes and behaviors that help create positive atmospheres in classrooms and schools by describing those attitudes and behaviors.
- Indicate a knowledge of types of student feedback that instructors can use to determine the effectiveness of their communication by noting those types of feedback.
- Demonstrate an awareness of the general principles underlying parliamentary procedure by listing those principles.
- Exhibit an understanding of the meaning and importance of equal access by promoting an atmosphere of equal access in schools and classrooms.

1

What Is Communication?

Objectives: *After completing this unit, you will be able to—*

1. *define key terms;*
2. *name the three principal ways that people communicate;*
3. *list examples of the three principal ways people communicate;*
4. *explain the difference between abilities to communicate and communication skills;*
5. *name three ways our communication abilities and skills affect our lives; and*
6. *list examples of communications in cosmetology.*

Terms to Know

audible—something that can be heard
body language—the use of the body to communicate without using words
communication—the transfer of ideas, information, and meanings between two or more people
receiver—a person or a thing that receives a message or to whom a message is directed
sender—a person or a thing that originates a message
symbol—something that stands for or suggests something else
visual—something that can be seen

Craig arrived at Linda's School of Beauty 30 minutes late for work. Ms. Robertson, the school owner, saw him come in. She frowned and looked at her watch, but did not speak.

Craig found Marsha, another cosmetology instructor, reading a student's lesson plan. He tapped her on the shoulder, and she turned. When she saw him she smiled and winked. She knew he was late because he had gone to the bakery to buy a cake for Ms. Robertson's surprise birthday party that morning.

Marsha looked at the box in Craig's hands. She saw "Neilsen's Bakery" written in brown letters on the top of the box. She was pleased to see Craig had chosen her favorite, chocolate cake, from the bakery she had recommended.

Marsha pointed to the supply closet, and Craig went to hide the cake there. When he had done so, he heard Ms. Robertson's stern voice calling him.

"Oh, well," he thought. "I'll explain to her at the party the real reason I was late."

The Communication Process

Communication is a vital part of our lives. It is an ongoing, almost constant process. It is difficult to imagine living in a world without communication. Such a world would be one of total silence and darkness. Our senses would be useless because there would be nothing to hear, see, feel, taste, or smell. If there were, we could use our senses to communicate.

What is communication? It is many things. Generally, it is the transfer of ideas, information, and meanings between two or more people. This definition tells us what communication is, but it doesn't tell us how it takes place. That is, it doesn't tell us how we send or how we receive these messages. The story at the beginning of this unit will help illustrate some of the ways in which this happens.

In the story, Ms. Robertson did not say a word to Craig when he arrived late at the school. But she communicated that she knew he was late (by looking at her watch) and that

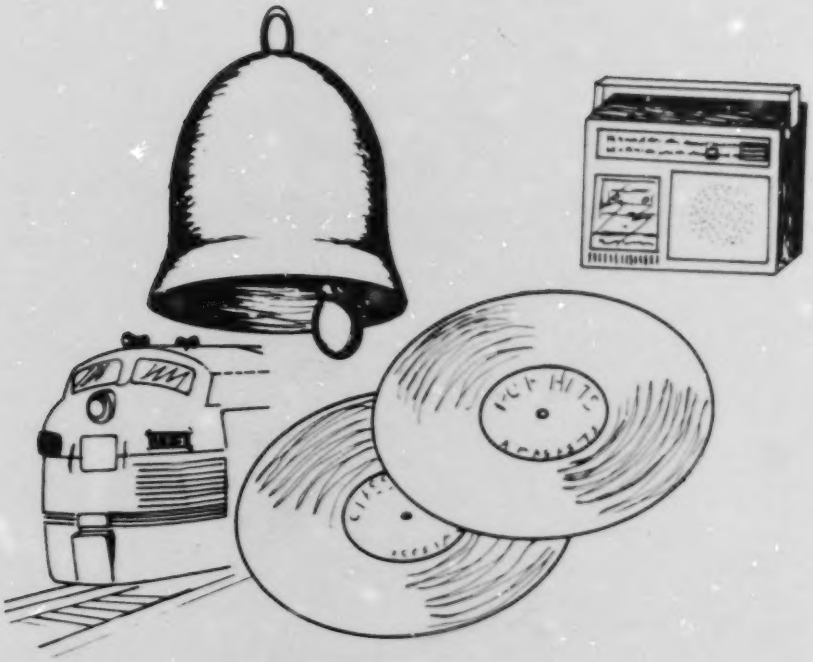


Figure 1. Audible symbols send messages that can be heard.

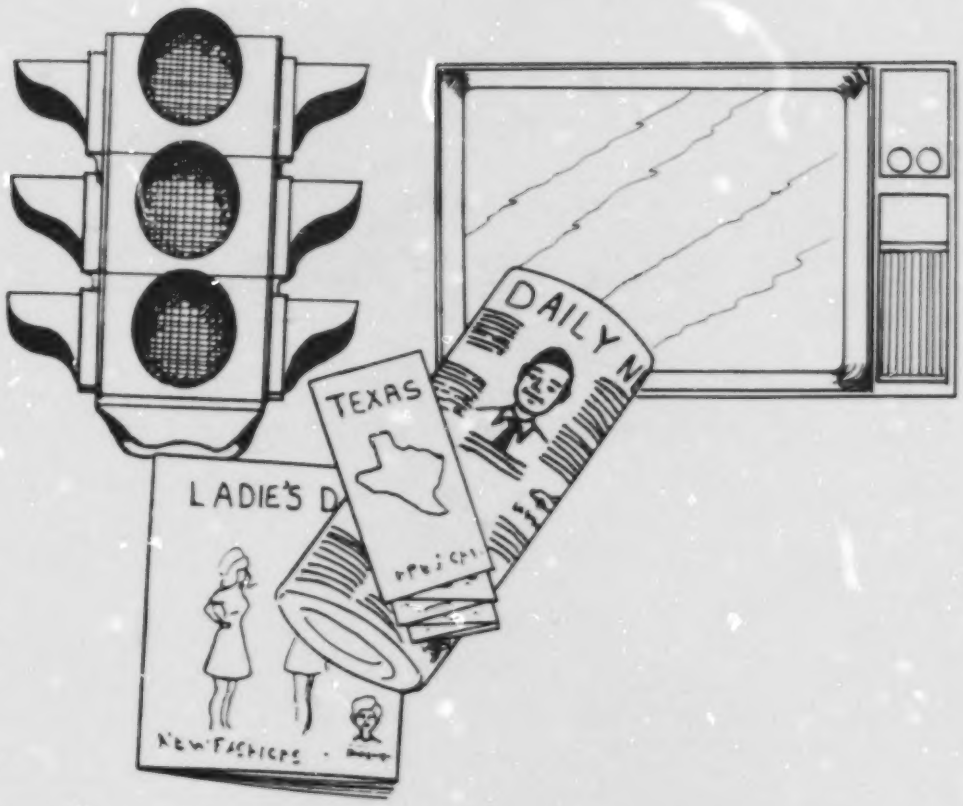


Figure 2. Visual symbols send messages that can be seen.

she was unhappy about it (by frowning). Craig communicated to Marsha that he had arrived (by tapping her on the shoulder). She communicated to Craig that she was glad to see him (by smiling) and that they had a secret (by winking at him). The bakery communicated that the cake was chocolate and that it was purchased at their store (by printing the bakery's name in brown letters on the box).

Marsha communicated to Craig that he should hide the cake in the supply closet (by pointing to it). Many messages had been communicated by this point in the story, but not one word had been spoken. And then Ms. Robertson called Craig's name. When she did, she communicated not only that she wanted Craig (by calling his name), but also that she was displeased (by using a stern voice). This story illustrates some of the means people use to communicate with one another.

People communicate with one another in three principal ways. These are through audible symbols, visual symbols, and body language.

Audible symbols can be heard (see fig. 1). Doorbells tell our friends when we have arrived at their doors. School bells tell children that classes are beginning. And car horns tell other drivers to be careful. These are just a few of the many audible symbols that we use to communicate. But the one used most often is the spoken word.

Visual symbols can be seen (see fig. 2). Musical notes tell a musician the melody of a song. Plus (+) and minus (-) signs tell us when to add and when to subtract. Maps tell us where things are and how to find them. We use many types of visual symbols to send messages to others. But the type we use most often is the written word.

Body language is the use of the body to communicate without using words (see fig. 3). Sometimes this communication is intentional. Other times, we are not aware of the messages we are sending. Body language includes physical touch, such as a tap on the shoulder, a pat on the back, and a handshake. It includes physical movement, such as a nod of the head, a wink of an eye, or a pointing finger. It includes facial expressions, such as a frown, a smile, a scowl.

Body language includes one's tone of voice and the way one sits, stands, and walks. It includes eye contact, physical distance from others, and mannerisms, such as tapping, twitching, and foot swinging. It includes physical appearance, clothing, and hairstyles. All of these send messages to others, whether we are aware of it or not.

Not everyone is born with equal abilities to use these types of communications. Some have difficulty seeing, hearing, or speaking. Others have a combination of these or other problems that make communication difficult. Communication skills are measured by the degree to which you use the abilities you are born with to communicate. Communication skills are learned. You learn to send messages to others and to interpret those sent to you.

Our abilities and skills in sending and receiving these messages influence our daily lives. They affect our ability to develop and to maintain good relationships with others. They influence our ability to understand what is expected of us and to help others understand what is expected of them. And they affect our ability to fulfill our responsibilities. These are just a few of the ways in which our communication abilities and skills affect our lives.

As a professional in the field of cosmetology, you must realize that communication is important to you. As an instructor, this is especially true. The information and the learning activities in this book will help you to learn the communication skills you need to be successful in your chosen field.

Figure 3. Body language sends messages using the body, but no words.

1. List the three principal ways in which people communicate.

2. Name three ways in which our communication abilities and skills affect our lives. Use different examples than those noted in this unit.

Choose the word(s) from the following list that make each sentence correct. Each may be used more than one time.

a. audible	e. skills	h. sender
b. abilities	f. communication	i. receiver
c. symbols	g. body language	
d. visual		

3. _____ symbols can be heard.

4. _____ is the use of the body to communicate without using words.

5. _____ are learned.

6. _____ symbols can be seen.

7. _____ _____ stand for or suggest something else.

8. People are born with _____.

9. _____ is the transfer of ideas, information, and meanings between two or more people.

10. Communication _____ are the degree to which you use your abilities to communicate.

11. A sender directs a message to a _____.

12. The originator of a message is called a _____.

13. A person or thing that receives a message is called a _____.

Indicate the type of communication of each of the following by using an A (audible symbol), V (visual symbol), or B (body language).

___ a. newspapers and magazines

___ b. phonograph records

___ c. traffic lights

___ d. smiles

___ e. angry tone of voice

___ f. division and multiplication signs

___ g. a clenched fist

___ h. police sirens

___ i. radio newscasts

___ j. maps

___ k. shrug of the shoulder

___ l. a warm hug

___ m. train whistle

___ n. street sign

___ o. smoke alarm

Give two specific examples of communication between each of the following people in a cosmetology program. In each case, note (1) the example, (2) the type of communication it represents, and (3) the sender and the receiver of the message.

a. student and instructor
b. instructors
c. students
d. student and client
e. student and administrator

Example: Student and Client

(1) The student showed the client a picture of how her hair had been set.
(2) visual symbol
(3) sender-student, receiver-client

2

Breakdowns in Communication

Objectives: *After completing this unit, you will be able to—*

1. *define key terms;*
2. *explain 10 general causes of misunderstandings; and*
3. *give examples of 10 general causes of misunderstandings.*

Terms to Know

clarity—clearness
distorted—changed so that the true meaning is no longer clear
generalities—things said in such a way that they are unclear or can be understood in more than one way
objective—using facts without being influenced by personal feelings or prior judgments and opinions
rate—speed
specifics—things said in such a way that one knows exactly what is said or meant
status—position or rank in relation to others
tone—style or manner of speaking
volume—loudness or intensity of a sound

> I know you believe you understand what you think I said. But I'm not sure you realize that what you heard is not what I meant.
>
> —Unknown

Effective communication is more than sending and receiving messages. It is ensuring that others understand you and that you understand them. A first step toward this goal is being aware of why communication sometimes breaks down. This unit provides a look at some of the most common causes of misunderstanding.

Choice of Words

To communicate effectively, we must use words that are easily understood. But several factors can make choosing the right words difficult. Sometimes words mean different things to different people. This problem includes both the formal and the informal meanings of words.

English dictionaries provide the formal, agreed-upon definitions of our words, but many of these words have more than one meaning. In fact, it has been noted that there are at least 14,000 different recorded meanings of the 500 most commonly used words in the English language. Even the seemingly simple word "run" has over 70 different meanings. The variety of formal meanings for the words we use can cause great problems in communicating with others.

Choosing the right words is also complicated by the number of informal meanings words carry. These meanings are not usually found in dictionaries. Instead, they are carried in our hearts and in our minds. They are influenced by our experiences. Because our experiences are different, our personal understandings of words are sometimes different, too.

For example, people have different reactions to the word "school." For some, school was a pleasant and happy experience. These people usually feel good when they hear or read the word "school." But for others, school was a discouraging and unhappy experience. As a result, the word carries

Figure 1. Mixed messages are confusing and hard to understand.

unpleasant feelings for them. Such differences in the informal meanings of words can also create important communication problems.

Word choice is also affected by the size and content of people's vocabularies. People with more education and broader experience are often familiar with more words than those whose education and experiences are more limited. The specific areas of their backgrounds can also affect their vocabularies.

For example, cosmetologists in Texas use "TCC" and the "Commission" to refer to the Texas Cosmetology Commission. But when professors at The University of Texas at Austin hear "TCC," they may instead think of the Thompson Conference Center on campus. And when administrators at a telephone company hear "the Commission," they may think of the Public Utility Commission. Failing to consider such differences in people's vocabularies can lead to problems in communication.

Background

The receiver's background is also a factor in communication. As noted earlier, people's backgrounds influence the size and content of their vocabularies. But they also influence their familiarity with a given subject and in the level of understanding of that subject.

For example, assume you need to explain the use of a virgin bleach to a client who has never had her hair colored and to a student instructor who specializes in hair coloring. Your explanations should be quite different, both in the words you use and in the amount of detail you include. If they aren't, the student will be bored, the client confused, or both. By not considering the receiver's background, you will increase the likelihood of communication problems.

Voice

The volume, rate, clarity, and tone of our voices can affect our communication. Volume is the loudness and the strength of our voices. If we speak too softly, we may not be heard. But if we speak too loudly, listening may be uncomfortable, and others may not try to understand.

The rate or speed with which we speak can also affect communication. If we speak too slowly, our listeners may lose interest and let their minds wander. But if we speak too quickly, our words may be difficult to understand.

The clarity or clearness with which we speak is also important. Words that are slurred are difficult to understand. But words spoken distinctly help improve communication.

Tone of voice is the style or manner with which words are spoken. These tones can express emotions and set moods. For example, they can indicate if the speakers are happy, sad, frightened, or angry. They can sound warm and friendly, cold and unwelcoming, or in between. Our voices can take on many different tones. Used properly, tone can help communications. But used carelessly, a person's tone of voice can send messages that are incorrect or ones that should be left unspoken.

Mixed Messages

Misunderstandings can occur when the messages that we send are inconsistent with each other. Such mixed messages often occur when our body language or our behavior does not agree with our spoken or our written words.

For example, if someone's words say "Welcome," but the frown on his face says "Go away," the person is sending mixed messages (see fig. 1). Another example is when someone's words say "You have my full support" and her actions say "You're on your own." Such mixed messages are confusing and often lead to problems in communication.

Generalities

Ideally, our messages should be specific enough that others know exactly what we mean. But too often, they are unclear and can be understood in more than one way (see fig. 2).

For example, we may tell students that the new supply of T-pins is "over there." With this statement, the students may look where we meant them to or they may not. Saying that the T-pins are "in the supply closet, third cabinet from the right, bottom shelf" is more specific, more helpful, and more likely to be understood correctly. Speaking in generalities that can be easily misunderstood is another cause of communication problems.

Figure 2. "But I left the body on 'for awhile' just like Mr. Wilson told me to!"

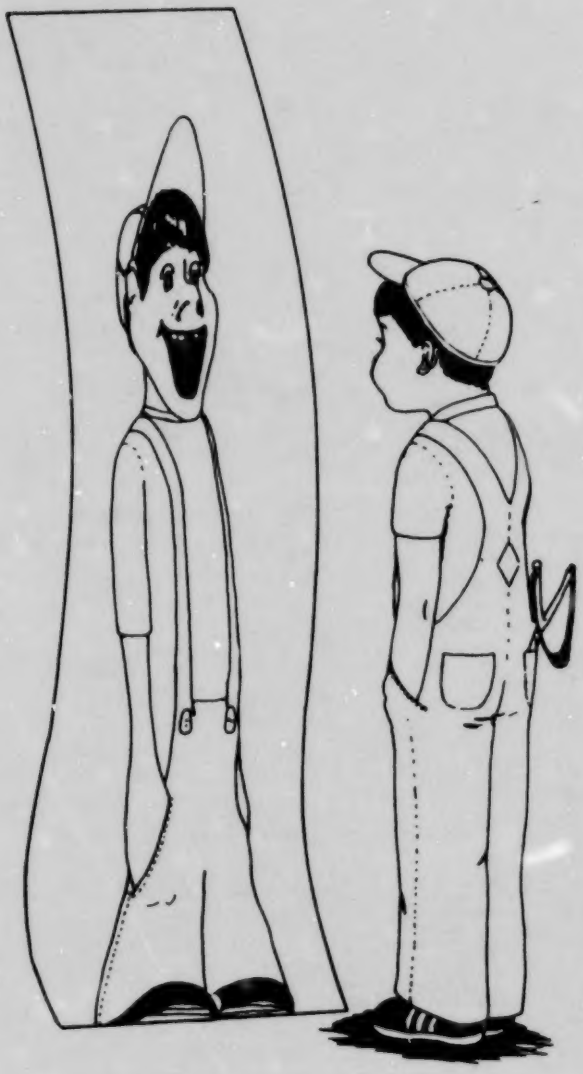


Figure 3. Like a bad mirror, distrust can distort the true meaning of a message.

Distrust

Distrust of another's intentions and motivations can interfere with communication. Like a bad mirror, such distrust can distort perceptions causing misunderstanding of the messages being sent (see fig. 3). For example, a teaching suggestion from a trusted co-worker may be received as a helpful hint. But the same suggestions from a troublesome co-worker may be considered a threat. Thus, the level of trust among people can influence the degree of success in their communications.

Judgments

Judging too quickly and too often can cause problems in communication. Instead of listening, reading, or watching with an open mind, we think "Yes, you are right" or "No, you are wrong." When we quickly judge people to be right, we may miss real mistakes in what they are saying. When we judge them to be wrong, we may miss something valuable they have to say. We are not really listening or allowing ourselves to think objectively about what is being said. This makes true communication difficult.

Go-Betweens

Sometimes we send messages through others rather than communicating directly with the target person or group. Problems can occur when using this means of communication. Each time a message passes from one person to another, it changes slightly. This happens because, each time, the message must be interpreted by the receiver and then turned back into a new set of words. Often these new words have a somewhat different meaning than was originally intended. As a result, the communication is no longer accurate.

If you've ever played the children's game "Gossip," you've seen how this happens. In that game, a message is whispered from one person to the next. The last person to hear the message says it out loud. Then the first person tells the group the original message and the two messages are compared. The messages are usually quite different, and the more people passing the message, the more different they will be. Similarly, using go-betweens in communications can result in misunderstandings.

Status Differences

Misunderstandings can occur when the people involved in communication are of different statuses. One example is communication between a student and an instructor. Another is that between an instructor and a school owner.

Sometimes people say only what they think another person wants to hear. Sometimes they are trying to avoid making the other person mad. These problems occur more often when the other person is in a higher position.

Sometimes people want to protect themselves. They want to look good to others, not bad. They communicate with these goals in mind. As a result, true communication is a problem. This situation occurs with people in all positions.

Failing to Listen

Too often, when someone talks, no one listens. When this happens, communication cannot occur. Listening is more than words reaching someone's eardrums. It also includes receiving those words and acknowledging and understanding them and their meanings. Only when one is both willing and able to really listen can true communication take place. Lack of such willingness and the ability to listen can be important barriers to real communication.

1. Name two factors that can make correct word choice difficult.
2. Name three factors that are influenced by an individual's background.
3. Communication can be affected by the _____, _____, _____, and _____ of our voices.
4. When we send messages that are inconsistent with each other, we are sending _____ _____.
5. Message that are unclear and can be understood in more than one way are _____.
6. Distrust of another's _____ and _____ can interfere with communication.
7. Judging too _____ and too _____ can cause problems in communication.
8. Using go-betweens in communication cause problems because _____ _____.
9. List three reasons people of different statuses sometimes have communication problems.
10. _____ includes receiving, acknowledging, and understanding the words one hears.

Give one example of each of the following causes of breakdowns in communication.

1. choice of words
2. background
3. voice
4. mixed messages
5. generalities
6. distrust
7. judgments
8. go-betweens
9. status differences
10. failing to listen

Match the following terms with the definitions, using letter answers.

a. clarity
b. rate
c. volume
d. tone
e. generalities
f. status
g. distort
h. specifies
i. objective

___ 1. position or rank in relation to others

___ 2. style or manner of speaking

___ 3. clearness

___ 4. change so that true meaning is no longer clear

___ 5. loudness or intensity of sound

___ 6. speed

___ 7. things said in such a way that they are unclear or can be understood in more than one way

___ 8. things said in such a way that one knows exactly what is said or meant

___ 9. using facts without being influenced by personal feelings or prior judgments and opinions

This is a class activity. Students sit in a circle. Student No. 1 whispers a message to the student on the right (Student No. 2). Student No. 2, in turn, whispers the message to Student No. 3, and so on, until the circle has been completed. The last student says the message out loud. Then the first student states the original message, and the two messages are compared. The difference between the original and the final messages indicates the problems in using go-betweens in communications.

3

Avoiding Communication Breakdowns

Objectives: *After completing this unit, you will be able to—*

1. *define key terms;*
2. *explain ten ways to help avoid communication breakdowns; and*
3. *name and give examples of the six channels of communication.*

Terms to Know

feedback—a response to a message that allows one to evaluate how that message was received

kinesthesia—a sense transmitted through muscles, tendons, and joints and stimulated by bodily movement.

> Don't write merely to be understood. Write so that you cannot possibly be misunderstood.
>
> —Robert Louis Stevenson

Robert Louis Stevenson's words refer to written communication, but this same thought can be applied to all types of communication. Whether we use visual symbols, audible symbols, or body language, we want to be understood. The surest way to accomplish this is for our messages to be so clear that they cannot be misunderstood.

We took one step toward reaching this goal in Unit 2 by looking at the ten main causes of communication breakdowns. In this unit, we will go one step further and look at ways to help avoid such breakdowns.

Select Words Carefully

Choosing words that are easily understood is one way to help avoid communication breakdowns. Getting to know people gives us clues about what words they know and what those words mean to them. These clues can be very helpful in choosing our words when we speak to them. Unfortunately, we do not always have the time or the opportunity to gather such clues from the people with whom we must communicate.

A general rule of thumb is to use the shortest, simplest, and most common words that will express what you want to say. By doing so, your words, and thus your message, will more likely be understood by any listener.

Consider Receivers' Backgrounds

People's education and experience can provide valuable information for helping to avoid communication breakdowns. They can give clues as to their familiarity with certain words and their levels of understanding of given subjects. Such clues can prevent us from confusing people with messages they cannot understand. And they can help us to avoid wasting people's time with information they already have.

For example, your explanation about the use of your school's time clock would depend on the listener's knowledge and experience in using such a clock. A person who had never used a time clock would need a more detailed explanation with simpler terms than a person who had used a time clock for years.

Knowing people's backgrounds can be very helpful in promoting good communication. But it is best to assume that they know somewhat less than their backgrounds might indicate. Doing so can help eliminate gaps in their knowledge and understanding that could interfere with true communication.

Use Voice Appropriately

Using the appropriate volume, rate, clarity, and tone of voice can help prevent communication breakdowns. The volume of our voices should always fit the situation. Speaking to a class of 30 requires a louder and stronger voice than speaking to one student. And talking in a noisy room requires a louder and stronger voice than talking in a quiet room.

The rate of our speech should also vary with the situation. We should speak slower when our listeners may have problems understanding what we are saying. This will help them to understand us more easily. Speed is a consideration when the topic is new or difficult. It is also a consideration when our listeners are very young or elderly, when they have hearing problems, and when English is not their primary language.

In all cases, we should speak as clearly and distinctly as possible. Doing so helps listeners to focus on our meanings rather than on our words. It also helps ensure that they hear what we say rather than guessing what our words might be.

Our tone of voice should communicate messages that are both intentional and professional. The tone of voice we use should help us to say what we mean to say. If we want to discuss a serious matter, both our words and voice should be serious. If we want to encourage a student, our voice as well as our words should send this message.

Our tone of voice should also provide professional messages. If we are angry with a supervisor, we should control our tone of voice so that our communication is not destructive. If we think a student has made a silly mistake, our tone should not show we feel that way. Controlling the voice in these ways can help promote communication and thus help avoid communication breakdowns.

Avoid Mixed Messages

Our body language and our behaviors speak as loudly as our words, even when this is not our intention. Inconsistencies between these types of messages is confusing. A student that hears your words, "I really want to know what you think about this program," but sees a frown on your face, will be confused. The student will not know which of your messages is sincere. The confusion resulting from such mixed messages creates breakdowns in communication. Being aware of this problem and working to ensure that our messages are consistent can help us to avoid such breakdowns.

Be Specific

Being specific about what we mean can help to avoid communication breakdowns. If we are specific enough, others will not have to guess what we mean. They will know.

Time, space, and distance are some of the areas in which we should be specific. For example, "20 minutes" is more specific than "a while." "Move the roller to the left" is more specific than "move the roller." And "Move the roller to the left one inch" is more specific still. In each case, the more specific the statement, the more likely it will be understood correctly. As a result, communication will be improved and breakdowns less likely.

Develop Trust

Communication breaks down less often when people trust one another. Such trust allows them to have confidence in the character and ability of the other person. Trust is the result of a combination of such factors as honesty and sincerity. It requires treating others with respect and dignity. It means being open in what you think and feel, and allowing others to be open with you. It is being predictable so that others know they can depend on you. And it is being available when you're needed. Trust must be earned, but its rewards in improved communication are well worth the effort.

Keep an Open Mind

Keeping an open mind means not judging people and their ideas and their behaviors too quickly or too often. Open minds allow us to gather information without the interference of our personal feelings or prior judgments and opinions. Such information is more complete and less distorted. As a result, true communication is improved.

Limit Go-Betweens

Sometimes we must send messages through a third party. But generally, the use of such go-betweens should be kept to a minimum.

Channel		Examples
Sound		Lectures, records, tape recordings, noises
Sight		Textbooks, demonstrations, movies, drawings
Touch		Textures, heat/cold, dry/wet
Smell		Perfumes, odors
Taste		Drinks, food
Kinesthesia		Hair combing, hair rolling, nail filing, scalp massaging

Figure 1. Channels of communication.

Direct communication is preferred because it helps avoid added interpretations and translations that can change the meanings of our messages. In addition, it allows us to know exactly what was said and to gain an idea of how that message was received. As a result, breakdowns in communication can be reduced.

When go-betweens are used, it is helpful to talk with the receiver as soon as possible to make sure your message was received as you intended. Doing so can help ensure accurate communication.

Consider Status Differences

Status differences are an unavoidable part of our work worlds. Such differences can create communication problems because the people involved often feel threatened by one another. For example, students may feel they are being graded on everything they do and say. And teachers may feel students look for their mistakes so they can discredit them.

When they feel threatened, people are hesitant to be completely open and honest. By being aware of this problem, we can take particular care to help ensure that the messages being sent and received are accurate. Development of trust, as discussed earlier, can be an important step in reaching this goal.

Be a Good Listener

Listening is more than hearing. It is understanding. And understanding involves not only words, but meanings. Being a good listener helps ensure that we understand the meanings of the messages that we receive.

Listening requires that we give our full attention to the messages and to those sending them. We must tune out factors that distract us. We must open our minds and interpret messages without changing their meanings. We must listen for key ideas and concepts and for the feelings and emotions that accompany them. Really listening to what is being said can help promote good communication and thus help to reduce communication breakdowns.

Use Many Channels

Much of our communication relies on the spoken or the written word. But, as noted in Unit 1, we can communicate in other ways (see fig. 1). The more channels of communication that we use, the more likely we are to be understood.

Part of the reason for this is that some people respond better to one type of communication than to another. For example, some people do better with a picture or a diagram, while others require a verbal explanation. By using various channels, you can help ensure that you reach each person. Using as many channels as possible can thus help avoid communication breakdowns.

Encourage Feedback

Feedback, or responses to messages, is a key element in effective communication. It allows people to evaluate how their messages have been received. It provides opportunities to correct any misunderstandings that may have occurred. Communication that includes such feedback (see fig. 2) is better than that which assumes messages have been received and understood correctly without evidence to confirm this (see fig. 3).

Sometimes people offer comments and ask questions without being asked. Such feedback is more likely to occur when their comments and questions are listened to and treated with respect. Other times, it's necessary to ask questions to obtain the needed feedback. For example, we might say, "Tom, I know this process is complicated, and I want to make sure I've explained it well enough. Can you tell me when you should use each of these two types of chemicals?" Tom's response will tell us how well he understood the message. It will give Tom a chance to ask questions. And it will give us an opportunity to correct misunderstandings, if any exist. Giving, obtaining, and using feedback can help us to avoid communication breakdowns.

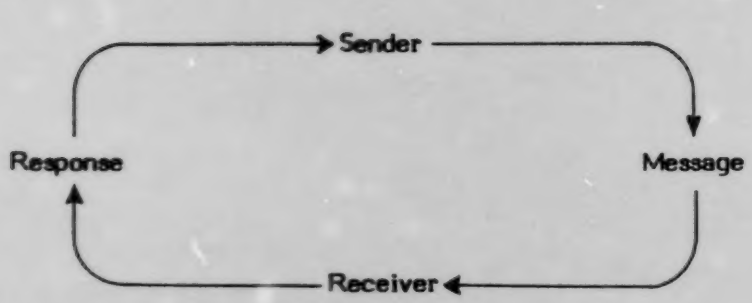


Figure 2. Communication with feedback.

Figure 3. Communication without feedback.

Name ten ways to help avoid communication breakdowns. For five of these ten, give an example of a situation in which the technique would help to improve communication.

Learning Activity 2 **UNIT 3**

Fill in the Blanks **Avoiding Communication Breakdowns**

1. A general rule of thumb is to use the _____, _____, and _____ words that will express what you want to say.
2. People's backgrounds can give us clues to _____ and _____.
3. It is best to assume that people know somewhat _____ than their backgrounds might indicate.
4. Using our voices appropriately includes using the correct _____, _____, _____, and _____.
5. Name four situations in which speaking slowly is particularly important.
6. Speaking clearly and distinctly helps listeners to focus on our _____ rather than our _____.
7. We should use our tone of voice to communicate messages that are _____ and _____.
8. When you say "Welcome" and frown, you are sending _____ _____.
9. A statement is more likely to be correctly understood when it is specific. True or False?
10. Name six factors that are important in developing trust among people.
11. Keeping an open mind allows us to gather information that is more _____ and less _____.
12. Give two reasons why direct communication is preferred over using go-betweens.
13. Name one way to help decrease communication problems due to status differences.
14. List four factors that will improve listening skills.
15. Name six channels of communication.
16. Name two advantages provided by feedback.
17. Define feedback.
18. Tell how the kinesthesia sense is transmitted and stimulated.

Give an example of two channels of communication that could be used in each of the following lessons. Use a variety of communication channels.

a. manicuring
b. permanent waving
c. chemical hair relaxing
d. facial treatments
e. hair coloring

Example: Shampooing

Touch—students test the water temperature by spraying it on their wrists
Sight—instructor demonstrates how to brush a client's hair

These activities will allow you to practice your skills in various types of communication.

Listening

Pick someone in your program that you would like to know better. Interview that person for five minutes. Ask such questions as:

—How long have you been in the program? When do you plan to finish?
—What made you choose the field of cosmetology?
—Are you employed? Where? What do you do?
—What do you enjoy doing when you're not working or studying?
—What do you hope to be doing five years from now?

Speaking

Introduce the person you interviewed in the listening exercise to someone new. Remember to use your voice appropriately, paying attention to its volume, rate, clarity, and tone.

Body Language

Charades is a game in which each syllable of a word or phrase is acted out while others try to guess the word or phrase. Play this game with one or more friends. Use the following categories or make up your own: movie titles, song titles, television show titles, and best-selling book titles. Remember: Only body language is allowed.

Writing

Allow yourself 15 seconds to read the quote below. Count the number of times the letter "F" appears in the quote.

FINISHED FILES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF MANY YEARS OF EXPERTS.

How many did you count? _____

How many are there? (Ask your instructor) _____

If you don't find them all, go back and find them now.

4

Communication in the Workplace

Objectives: *After completing this unit, you will be able to—*

1. *define key terms;*
2. *give examples of upward, downward, and horizontal communication;*
3. *explain the purposes of communications in a cosmetology program;*
4. *indicate two main reasons for communication problems in the workplace;*
5. *list five behaviors and/or attitudes that encourage good communication in an organization;*
6. *note six characteristics of students who communicate well with clients;*
7. *outline your program's policies on dealing with complaints; and*
8. *describe how students should deal with difficult clients.*

Terms to Know

authority—the power and the responsibility to influence or control the behavior of others

downward communication—communication with people over whom you have authority

horizontal communication—communication between people who have equal authority

peer—a person who is of equal standing with you

upward communication—communication with people who have authority over you

Don't talk at me.
Talk with me.
—An employee

Effective communication is a vital part of our work worlds, as well as our personal lives. Without it, neither an organization nor its people can reach full potential (see fig. 1).

In earlier units you learned about communication, why it breaks down, and how to avoid such breakdowns. In this unit, we will deal more specifically with communication as it occurs in the workplace.

The Organization

In almost any work setting, one or more people have authority over others. This authority involves the power and the responsibility to influence or to control the behaviors of others. The organization of the workplace, and the authority structure and status differences it includes, influence communication.

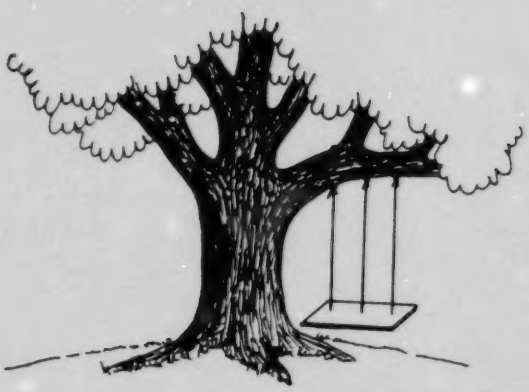
The organization with a cosmetology program usually consists of three levels (see fig. 2). The individuals at each level have authority over those in the levels below them, until the last level is reached. In addition, any individuals in higher levels have authority over them.

Within such an organization, administrators are at the top level. Administrators include private school owners, private school managers, program chairpersons, and vocational directors of secondary and postsecondary schools. These individuals have authority over instructors and students. (Additional levels of authority exist above these administrators. But because they lie outside of the program, they are not of concern here.)

Instructors are at the middle level in these programs. They have authority over students, but must answer to administrators for their actions and those of their students.

Students are at the third level of such an organization. They are responsible both to teachers and to administrators, with authority only over themselves.

Marketing Requested It...



As Sales Ordered It...

As Engineering Designed It...

As We Manufactured It...

As Plant Installed It...

What the Customer Wanted...

Figure 1. Good communication is important in our work worlds.

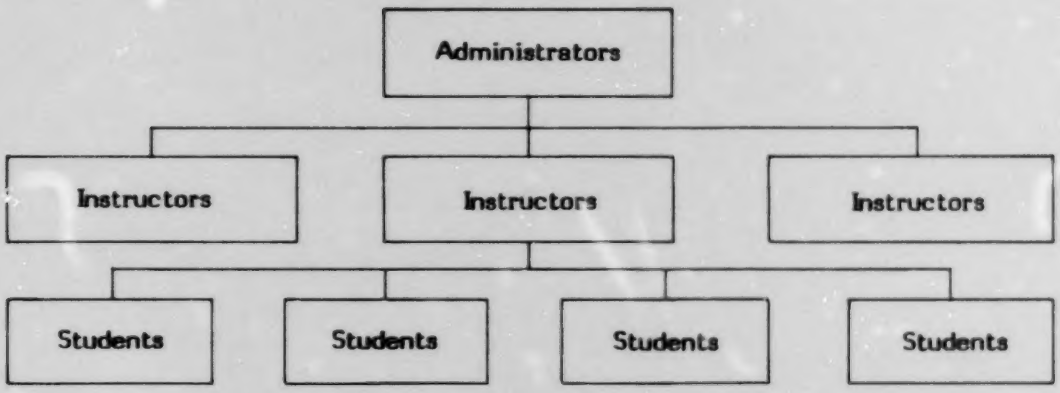


Figure 2. Common organization in a cosmetology program.

Each of these levels brings with it differences in roles, authority, status, and responsibilities. These factors influence the types of communication that occur between and within these levels. And they affect the communication problems that can occur.

Kinds of Communication

One way to look at communication between and within these levels of a cosmetology program is to divide them into three kinds. These include **upward, downward,** and **horizontal communication.**

Upward communication is communication with people who have authority over you. An example is a child who asks his father for a raise in his allowance. In this situation, the child is communicating upward to his father who has authority over him. In a cosmetology program, upward communication takes place from a student to an instructor or administrator and from an instructor to an administrator (see fig. 3).

Downward communication is communication with people over whom you have authority. One example of this type of communication is a principal who asks an assistant principal about student enrollment records. The principal is communicating to the assistant principal over whom she has authority. In a cosmetology school, downward communication takes place from an administrator to an instructor or student and from an instructor to a student (see fig. 4).

Horizontal communication is communication between people who have about the same amount of authority. A sister asking her brother to wash the breakfast dishes is an example of horizontal communication. The sister and brother are relatively equal, neither having real authority over the other. In a cosmetology program, horizontal communication takes place between students, between instructors, and between administrators with the same levels of authority (see fig. 5).

Your place in a cosmetology program will change over time. Now you are a student. Soon you will be an instructor. Someday you may be an administrator. Thus, it is important for you to know and to understand these three types of communication.

Administrator Communications

Administrators are the highest authority in an organization. They are granted both the greatest power and the greatest responsibility to influence and control their organizations. They are responsible not only for themselves, but for all aspects of their organizations. Their goal is to ensure that those aspects function in the most efficient and effective manner possible.

Successful communication is essential for these administrators. Without it, they cannot hope to reach their personal or their organizational goals.

Downward communication. These administrators must communicate to their instructors and, through their instructors, to their students (fig. 6). These communications serve a variety of purposes.

One purpose is to provide instructions or directions on doing one's job. Such instructions might be received directly from an administrator, in a training session, or from an individual manual or book. Such instructions allow individuals to know what is expected of them and thus to do a better job.

A second purpose of such communication is to provide information on current policies, procedures, and practices. These are based on the rulings of the Texas Cosmetology Commission (TCC), the school or college, and the particular program. Some may be based on decisions made by the administrators themselves.

Another purpose of such downward communication is to provide an overall idea of the organization and where it is going. Such a picture helps all members to know where they and others fit into the organization. It also helps them see how their performances and their jobs affect others. Knowing the overall goals of the organization will help them to do their part in attaining these goals.

A fourth purpose is to provide feedback on the performances of individuals within the system and of the system as a whole. This feedback can be used to make changes and improvements.

Instructor Communications

Instructors are at the middle level of authority in a cosmetology program. They have authority over themselves and their students. And they are responsible to the administration for their behaviors and those of the students.

Upward communication. Instructors communicate upwardly to administrators (see

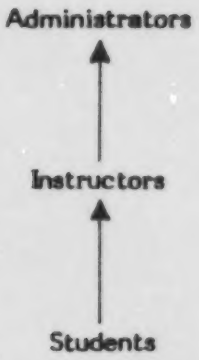


Figure 3. Upward communication

Figure 4. Downward communication

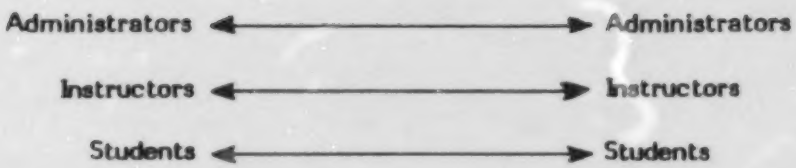


Figure 5. Horizontal communication

fig. 7). This communication serves a variety of purposes.

One purpose of instructors' upward communications to administrators is to provide progress reports. Such reports can include the progress of individual students and instructors, of specific projects and assignments, or of the program as a whole.

A second purpose of this kind of communication is to request help and guidance in solving problems and in making decisions. Sometimes, only advice is needed. At other times, the problem or decision is one that can be handled only by an administrator.

Another purpose of such upward communication is to ask questions to collect information that has not been provided. This includes asking questions to clarify matters that are unclear.

A fourth purpose is to provide administrators with suggestions and ideas that could help improve a particular situation or the program as a whole. Such ideas include ways to make things better or easier.

A fifth purpose of this type of communication is to issue complaints with the administration. Such complaints may deal with people or with organizational policies, procedures, or practices. Or they can deal with other matters as well.

Another purpose of communication from an instructor to an administrator is to make requests, either for themselves or for their students. Examples include requests for vacation time, work schedule changes, and field trips.

Downward communication. Instructors communicate downwardly to students (see fig. 7). One purpose of such communication is to provide students with information on current policies, procedures, and practices. These are based on rulings of the TCC, the school or college, the cosmetology program, or the particular instructor. This allows students to know what is expected of them both as students and as future professional cosmetologists.

Another purpose of this downward communication is to provide feedback to students on their performances. This feedback may be verbal or it may be in a written progress report. This allows students to know how well they are doing and provides an opportunity to improve as needed.

A third purpose is to teach students the skills, knowledge, attitudes, and behaviors necessary to perform well in their areas of study. These communications include requirements both for TCC licensing or certification and for success in the world of work.

A fourth purpose of such downward communication is to provide emotional support to students. Learning and the change it brings with it can be unsettling. Effective communication from an instructor to a student can help make this process easier and more rewarding.

Student Communications

Students represent the third level of authority in a cosmetology program. They are responsible for their behaviors both to the instructors and to the administrators in the organization. They have power over and responsibility for themselves alone.

Upward communication. Students communicate upwardly to instructors and, through their instructors, to administrators (see fig. 8). One purpose of such communication is to ask questions to obtain information and clarification. Such questions might involve policies, procedures, and practices of the TCC, the school or college, the cosmetology program, and the instructor. They might also involve skills, knowledge, attitudes, and behaviors needed to obtain TCC licensing or certification or to be successful in their professional areas.

A second purpose is to provide progress reports. Such reports might include information on their own progress or on the progress of a specific project or assignment.

Another purpose of this upward communication is to request feedback on their own performance. Such feedback allows students to know how they are doing. This provides opportunities to improve their performances, where needed.

A fourth purpose is to request help and guidance in solving problems or in making decisions. Areas of such communication could include career decisions, family problems, or problems with other students.

A fifth purpose of communication from a student to an instructor is to file complaints. These complaints might be about treatment they have received or about other people in the program. They could be about policies, procedures, or practices or about a variety of other topics.

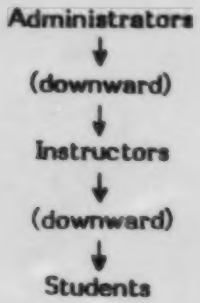


Figure 6. Administrator communications

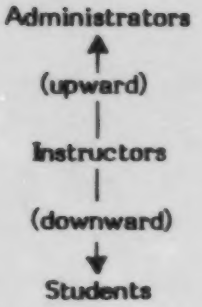


Figure 7. Instructor communications

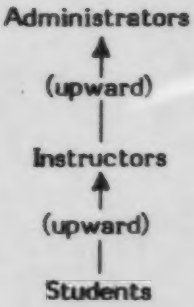


Figure 8. Student communications

Another purpose is to offer suggestions and ideas. These might include a variety of areas, such as policy, equipment, supplies, and student-instructor relationships.

A seventh purpose of this communication is to make requests. Again, these requests might involve many different areas. For example, they could request an exception to a policy or a change in assignments.

Peer Communications

Communication between peers is horizontal communication (see fig. 5). In a cosmetology program, it includes communication between students, between instructors, and between administrators. In each case, no one has authority over anyone else. They are all equals.

Communication between peers serves a variety of purposes, both business and personal. It allows peers to request and to provide assistance, information, feedback, and progress reports, as well as guidance. And, perhaps more than in any other type of communication, peer communication can also provide friendship and support between individuals.

Problems in an Organization

Authority, and the differences in responsibilities and status it brings, can create communication problems in an organization. Often these occur because people fear being embarrassed or being penalized.

As a result of such fears, people may distort or conceal their feelings and their thoughts. They may deny that problems exist, shift the blame to others, or turn against themselves or others. They may be negative influences on those around them, or they may spread gossip and rumors. All of these factors, as well as those discussed in Unit 2, make good communication difficult.

Communication is improved when the people involved respect and are sincerely interested in and concerned about one another. Such respect, interest, and concern are more likely to exist when people are honest, positive, pleasant, and friendly with one another, and when they are responsible, doing their jobs well and on time. And they are more likely to occur when people cooperate with one another, working for the benefit of the group as a whole. Such behaviors and attitudes help to create an atmosphere in which good communication is encouraged.

Complaints in the Workplace

Unfortunately, complaints are difficult, if not impossible, to avoid. Wherever people deal with people, someone is dissatisfied.

In a cosmetology program, such complaints might involve personality differences, course requirements, work conditions, or parking problems. They might involve sex discrimination, race discrimination, or a variety of other areas. How complaints are dealt with depends on the complaint, the people involved, and policies of the school or program.

Minor complaints can often be handled by the people involved, assuming those people are cooperative and willing to work together toward a solution. An example is a student who borrows another student's equipment without permission. Such a complaint might be worked out by the students themselves if the situation is discussed calmly, unemotionally, and in a positive, friendly spirit.

But sometimes complaints are not handled so easily, and more serious measures must be taken. Procedures for handling such complaints vary between organizations. Usually, a person in charge, such as an instructor, is notified of the problem. Written records of the complaint and the way it is handled may be required. These records may need to be signed by all the people involved, including an unbiased witness, and filed in specific locations.

These records can be particularly important if outside offices or agencies are called in to investigate a complaint. These might include school administrators or representatives from the courts, the Equal Employment Opportunity Commission (EEOC), the Texas Cosmetology Commission (TCC), or other agencies.

Check with your school or program to find out what the policies are on dealing with complaints.

Student-Client Communications

Relationships between students and clients lie outside the organizational structure discussed earlier in this unit. There is no line of authority here, but a different factor influences this relationship. Students provide

services for which clients pay. Clients are aware that these services are performed by students, but they expect the students to behave in a professional manner. This is a business relationship that assumes that the client comes first and the client is right.

Communications between students and clients serve several purposes. One is to make clients feel both welcome and appreciated. Another is to make clients feel comfortable with the students' knowledge and skills. A third is to make clients aware of available services, as well as the procedures and costs involved. A fourth is to determine clients' wants and needs.

Students who communicate well with clients usually demonstrate certain attitudes and behaviors. They are usually friendly, polite, tactful, and considerate. They are responsible, dependable, and enthusiastic. And they are cooperative, respectful, and interested in their clients as unique individuals. Such students are good listeners who avoid controversial subjects, such as sex, race, religion, and politics.

Difficult clients are almost inevitable. But students with good communication skills can usually deal with them effectively. They do so by being patient and diplomatic and staying calm. By being attentive, they communicate that they are concerned about the clients and want what is best for them. And if some clients become more than they can handle, such students obtain the help and advice of their instructors. They do so by saying to the client, "Perhaps my instructor, Mr. Carry, can help. Let me go get him."

In all client relationships, students should remember that they represent not only themselves, but also their programs and the field of cosmetology as a whole. By communicating in a professional manner, they are assets to all concerned.

1. Define each of the following terms:
   a. upward communication—
   b. downward communication—
   c. horizontal communication—

2. Note the kind of communication occurring in each of the following situations. Use the letters "D" (downward communication), "U" (upward communication), and "H" (horizontal communication).
   ___ a. mother to two-year-old child
   ___ b. vice-president to president
   ___ c. friend to friend
   ___ d. sheriff to deputy sheriff
   ___ e. employee to employer
   ___ f. private to general
   ___ g. hairdresser to hairdresser
   ___ h. owner to manager
   ___ i. professor to student

3. The three organizational levels in a cosmetology program are _____, _____, and _____.

4. List three purposes for each of the following types of communication:
   a. administrator (downward)—
   b. instructor (upward)—
   c. instructor (downward)—
   d. student (upward)—
   e. peer (horizontal)—
   f. student-client—

5. Communication problems often occur in the workplace because of _____ and _____.

6. Note five behaviors and/or attitudes that encourage good communication in the workplace.

7. Note six characteristics of students who communicate well with clients.

8. How should students deal with difficult clients?

Watch the students, instructors, and administrators in your cosmetology program. Notice the ways in which they communicate. Make two lists of what you observe. In one list, give three examples of good communication, and explain why they were successful. In another list, give three examples of poor communication, indicate why they failed, and note what could have been done to improve them.

Example: Good Communication

- What Happened: Richard explained to his customer what she could expect if she bleached her unhealthy hair. The client decided to wait until her hair was in better condition.
- Why It Succeeded: Richard explained in detail, using words the customer could understand.

Example: Poor Communication

- What Happened: Mr. Williams asked Sarah to use the form on his desk to make a list of needed supplies. Sarah used the wrong form.
- Why It Failed: There were two different forms on Mr. Williams' desk. He did not specify which one she should use.
- Improvement: He could have showed her the correct form, described the form in detail so Sarah would know which one to use, or checked to make sure Sarah had picked up the right form.

Talk with your instructor. Find out what the policies of your school or program are regarding the handling of complaints. Write a brief report on your findings.

5

Communication in the Classroom

Objectives: *After completing this unit, you will be able to—*

1. *name ways that students who are adults and young adults are different from and are similar to students who are children;*
2. *describe eight attitudes and behaviors that help create positive atmospheres in classrooms and schools;*
3. *name three types of feedback that instructors can use to determine the effectiveness of their communications;*
4. *give examples of each of these three types of feedback; and*
5. *define equal access.*

> My instructor admits he has problems communicating. But I have news for him. He has twice as many problems as he thinks he does.
>
> A student

Imagine that you have finished your training, earned your instructor license, and been offered a job as a cosmetology instructor. You start tomorrow! You want to be the best instructor ever but you wonder where to start. Thinking back over your training, you realize that one factor will influence your success from the moment you walk into the school. This is how you communicate with your students.

All you learned in previous units of this book will help you to communicate successfully with your students. But this unit will take you one step farther by dealing more specifically with classroom or student-instructor communications.

Your Students

Students in cosmetology programs are adults and young adults, not children. The unique characteristics of these students influence communication and affect the teaching and learning processes. Thus, awareness of these characteristics will help you to promote both communication and learning in your classrooms.

Unlike children, your students are in your program because they choose to be. They can give up cosmetology or give up school completely if they choose to do so. They may have various reasons for participating, but usually they want to learn enough to obtain their licenses or certificates so that they can earn a living. As their instructor, your job is to help them reach this goal.

Second, your students have more education and experience than children. Because of this, they can contribute more to their own learning experiences and to the learning experiences of others. Their backgrounds can also provide frameworks into which they can fit new information. Thus, students' backgrounds can serve as learning tools for themselves and for others.

In addition, unlike children, most of your students have specific expectations for you and your program. These expectations may include both what is taught and how. Knowing your students' expectations can help you deal with differences that may exist between their expectations and your own.

Fourth, your students want to know how the things they are learning will apply to their own lives as professional cosmetologists. Children are not usually as concerned with this issue. Helping your students to see

the usefulness of what they study promotes learning and creates confidence in their decisions to participate in your program.

And, unlike children, studies may be a relatively small part of students' lives. Other equally important parts, such as jobs, children, and spouses, compete with your program for your students' attention, time, and energy.

Sixth, your students are likely to take their errors quite personally, often more so than children. As a result, their errors are more likely to affect their self-esteem and their egos. Thus, placing themselves in student roles is a bigger risk than it is for most children.

But, in other ways, your students are not that different from children or from most other human beings. They are sensitive to sarcasm and ridicule, to coldness, rejection, and judgmental attitudes. Their responses are not the discipline problems often exhibited by children, but silence, inattention, and dropping out. And, like most people of any age, they respond well to warmth, kindness, sincerity, and support, and to being treated with consideration, dignity, and respect.

Atmosphere

Student-instructor communications are greatly influenced by the atmosphere or emotional surroundings in a school and in a classroom. These, in turn, play a critical role in helping or hindering the learning process. Thus, as an instructor, you should make atmosphere an important consideration.

Atmospheres are created by people. Both students and instructors are involved in their creation, but instructors really "set the stage." Thus, to a high degree, instructors determine the atmosphere that will develop in their classrooms.

As an instructor, you must help create an atmosphere in which your students will learn and thrive. Such an atmosphere is the result of a combination of overlapping attitudes and behaviors. Some of these are discussed in the following sections.

Positive words and actions. Instructors who focus on the positive and downplay the negative help create effective atmospheres for communication and for learning. This does not mean that they never say anything negative. Part of an instructor's role is to correct mistakes. But such mistakes should be discussed quietly with the person who made the error. Words and actions that involve others should focus on right examples or actions rather than wrong ones.

Acceptance of students as individuals. Each of us is unique, with certain strengths and certain weaknesses. And each of us needs for others to recognize and to appreciate that uniqueness. Communication and learning are both improved when instructors accept and treat students as the unique, worthwhile individuals that they are.

Treating others with respect and dignity. Your students deserve to be treated as valuable people who are worthy of your regard, consideration, and concern. Treating them with respect and dignity will help you create a positive atmosphere in your classroom and in your school.

Honesty and sincerity. Empty praise, false promises, and insincere concern do much to hurt the positive emotional atmosphere that a good instructor seeks to create. On the other hand, honesty and sincerity in an instructor do much to promote such an atmosphere. Thus, you should strive to be both sincere and honest with your students, in words and in actions.

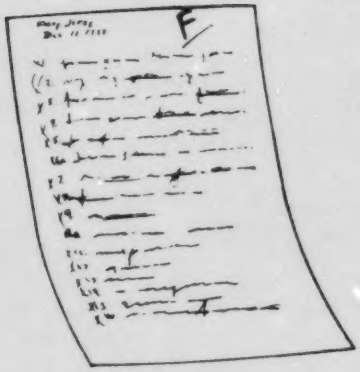
Openness. An atmosphere for effective communication and learning is promoted when instructors and their students are open with one another. Instructors should feel free to be open in what they think and feel. And, in return, students should feel free to express their feelings, attitudes, ideas, concerns, and doubts without fear of criticism or embarrassment. Such openness can further communication and, thus, learning.

Good listening. Instructors who are good listeners promote a positive atmosphere for communication and for learning. They make their students feel that what they have to say is important and worthwhile. In addition, by listening for meanings as well as just words, these instructors learn about their students, the worlds they live in, and the programs in which they are studying. As a result, both communication and learning can be improved.

Nonjudgment of people. As an instructor, you are called upon to make judgments about students' knowledge and skills as they relate to cosmetology. That is part of your job. But that job does not include evaluating or judging the worthiness or importance of the students as people. Making such judgments hurts the atmosphere of schools and class-

Verbal Feedback

Body Language



Examinations and Student Presentations

Figure 1. Three ways a student can say, "I don't understand."

rooms. Avoiding them helps build a more positive atmosphere for communication and for learning.

Dependability. A positive atmosphere in a school or classroom requires that instructors be dependable. Students need instructors that they can count on to be there when they are needed. They need instructors whose attitudes, behaviors, and expectations are predictable and, thus, can be relied upon. Such dependability helps create an atmosphere in which communication and learning occur freely.

Are You Communicating?

You cannot assume that when you talk, your students listen, or that when they listen, they understand. Thus, you must constantly ask yourself, "Am I communicating?" The most effective means of answering this question is through student feedback. Three kinds of student feedback that can be used for this purpose are verbal feedback, body language, and exams and student presentations (see fig. 1).

Verbal feedback. Student questions, comments, and responses to your questions are effective forms of feedback. Ask yourself, "Do these questions, comments, or responses require reviews of the information I've already provided? Do they indicate that the students are interested in or have been stimulated by what I have said? Do they show that the students understand or even listened to me?" Your own answers to such questions can help you to determine if you are indeed communicating.

Body language. Student body language provides another effective form of feedback. Such feedback includes such things as posture, facial expressions, tone of voice, and body movements. Frowns, glazed stares, preoccupied looks, fidgeting, and other such student messages may be saying, "I don't understand," "I don't agree," "I'm bored," or "I can't concentrate." Smiles, good eye contact, attentive postures, and such messages may be saying, "I understand," "I'm interested," or "I'm listening." Body language is, thus, an important indication of the effectiveness of your communications with your students.

Exams and student presentations. Exams and student presentations are other ways to determine if your communications have been effective. Appropriate levels of knowledge and skills indicate that your communication has probably been successful. Failure of students to reach such levels indicates that further and perhaps different communications are required.

Equal Access

In the past, certain jobs have traditionally been considered to be women's jobs and others to be men's jobs. For example, secretaries were expected to be women, and police officers were expected to be men. Similar expectations have existed for people of different races and ethnic origins. Today, such stereotypes are being broken. People are freer to choose occupations based on their interests and talents, rather than on their sex, race, or ethnic origin. This is the basis of **equal access.**

Laws and policies have been passed to help ensure equal access. But people's words, attitudes, and behaviors also influence the job decisions others make. Some people are very outspoken about their biases. Others are less obvious, but their feelings show in their word choice and in their body language. Still others believe in equal access, but unknowingly send messages that seem to agree with sex, race, and ethnic role stereotypes.

Cosmetology is more often considered to be a woman's field than a man's. But, as in many fields, men are more often seen as better candidates for management and administrative roles. And more often, top hairdressers are expected to be men. But these expectations are based more on tradition than on talent or skill. Expectations based on race and ethnicity also ignore individuals' skills and talents.

Instructors greatly influence their students. Thus, it is important that they communicate an atmosphere of equal access in their schools and classrooms. For example, "she" and "he" should be used equally when referring to any role in cosmetology. Examples of hairdressers should include names such as Robert as often as they include Carmen. Examples of administrators should use names such as Julia as often as they use Juan. And illustrations should show people of various races and ethnic groups. By promoting the feeling of equal access, instructors can help ensure that student job choices are based on the students' interests and abilities, not on sex, race, or ethnic stereotypes.

1. Name six ways, other than age, in which students who are adults and young adults differ from students who are children.

2. Describe what students (adult, young adult, and children) have in common.

3. To a high degree, instructors determine the atmosphere of a classroom. True or false?

4. The atmosphere in a school or classroom has little or no effect on learning. True or false?

5. Describe eight behaviors and attitudes that help create a positive atmosphere for communication in a classroom or school.

6. Name three types of feedback instructors can use to determine the effectiveness of their communications.

7. _____ _____ means people can choose their occupations and jobs based on their interests and talents rather than on sex, race, or ethnic origin.

Give two examples of student messages being provided through each of the following types of feedback:

a. verbal feedback

b. body language

c. exams and student presentations

Example: Body Language

Mrs. Couch saw tears in William's eyes during the film on the application of evening makeup. She decided he was not concentrating on the film, possibly due to problems in his personal life.

Keep a private, personal communication journal for the next few months. In it, write about your thoughts, happenings, and people as they relate to your communications with others. Include your feelings, frustrations, successes, and failures as you work to improve your communication skills. Write in your journal daily. And remember, it's not how you write, but what you write that is important.

Reread your journal on a regular basis. Look for trends in your communication efforts. Look for your strengths and for your weaknesses. Your journal can help foster self-awareness and self-communication. As such, it will provide clues to your communication processes that can help you to improve your communication skills.

Remember, this is a **private** journal. It will **not** be read nor evaluated by anyone, including your instructor.

6

Parliamentary Procedure

Objectives: *After completing this unit, you will be able to—*

1. *define key terms;*
2. *explain general principles underlying parliamentary procedure;*
3. *note four areas for which parliamentary procedure provides operating rules; and*
4. *give three reasons why a knowledge and understanding of parliamentary procedure is important to you.*

Terms to Know

democratic—relating to government by the people; rule of the majority
harmony—agreement
impartial—without bias or prejudice
majority—more than one-half
motion—a proposal for action
obligation—duty
oppose—to be against
precedence—priority of importance
presiding officer—individual that guides or directs a meeting, such as a president or chairperson
privilege—a right, advantage, or favor
right—something to which one has a just claim

> The enduring principle...is that, though the minority shall be heard and absentees protected, the majority will decide.
>
> Judith A. Roberts

Earlier units of this book have focused on communication as it occurs between individuals. But effective communication is also essential in formal group meetings. Rules of conduct, called parliamentary procedure, have been developed to make this kind of group communication possible.

In this unit, we will discuss some of the basic principles of parliamentary procedure. For specific rules of operation, see (1) Robert's Rules of Order, (2) Parliamentary Procedure, or (3) the rules of an organization of which you are a member.

Background

Parliamentary procedure refers to the universally accepted general rules for conducting meetings of all kinds and sizes. These rules have been used in their general form for over a century. They are used to help people in group meetings to achieve their purposes as efficiently as possible.

This procedure usually includes operating rules in the areas of (1) introducing new and old business, (2) debating and settling motions, (3) creating and using committees, and (4) electing officers.

Basic Principles[1]

Parliamentary procedure has developed and been used to protect the rights of the group as a whole, as well as those of the individuals who make up the group.

Some of the basic principles of parliamentary procedure are:

1. Adapted from Troy Notgrass, Parliamentary Procedure (Austin: Extension Instruction and Materials Center, 1983), pp. 1-3.

1. The purpose of the rules of parliamentary procedure is to help conduct business in the most efficient and democratic manner, while promoting harmony and cooperation among the group members.
2. Parliamentary law guarantees equal rights, privileges, and obligations for all members.
3. Parliamentary law protects the rights of the minority to discuss, to be heard, and to oppose.
4. Parliamentary procedure guarantees equal rights, privileges, and obligations for all members.
5. Parliamentary law guarantees that every question may be fully and completely discussed.
6. The will of the majority should be accomplished by the simplest and most direct procedure.
7. According to parliamentary law, motions have a definite and logical order of precedence.
8. Parliamentary law dictates that every member must be informed at all times of the question under consideration and its effects, if passed.
9. Parliamentary law requires that only one question be considered at one time.
10. Parliamentary law requires that the presiding officer be strictly impartial.

You and Parliamentary Procedure

The use of parliamentary procedure is so widespread that you have probably seen it in action. Common phrases used in these procedures that you may have heard include, "I move that...," "I second the motion," "Those in favor of the motion, say 'Aye.' Those opposed, say 'No,' " and "The motion is carried." If you have not been present in meetings where such procedures were used, you probably will be in the future.

A general knowledge and understanding of the rules of parliamentary procedure is important to you for several reasons. First, it allows you to understand the proceedings of meetings at which they are used and to behave appropriately during those meetings. Second, it prepares you to conduct meetings in which parliamentary procedure is used. And, third, it allows you to teach your students appropriate procedure, so they will have these skills when needed, such as in Vocational Industrial Clubs of America (VICA) and in student councils. The bibliography at the end of this book includes the names of two books that would be useful for you in learning about parliamentary procedure.

1. Parliamentary procedure used in organizations today is the same as that used in the British Parliament and the U.S. Congress. True or false?

2. The purposes of the rules of parliamentary procedure include conducting business in a(an) _____ and _____ manner, while promoting _____ and _____.

3. According to parliamentary procedure, decisions require agreement from two-thirds of the members present. True or false?

4. Parliamentary procedure guarantees to all members equal rights, privileges, and obligations. True or false?

5. Parliamentary procedure protects the rights of the minority to _____, to be _____, and to _____.

6. Under parliamentary procedure, only questions selected by the presiding officer may be fully and completely discussed. True or false?

7. The _____ and most _____ procedure should be used to accomplish the majority will.

8. Under parliamentary law, motions may be handled in any order. True or false?

9. All members must always be told of the _____ and _____.

10. Only one question may be handled at a time. True or false?

11. Under strict parliamentary law, the presiding officer must be strictly _____.

12. Explain three reasons why a knowledge and understanding of parliamentary procedure is important to you.

13. Name four areas for which parliamentary procedure provides operating rules.

Match the following terms with the definitions, using letter answers.

a. majority
b. right
c. oppose
d. impartial
e. obligation
f. precedence
g. motion
h. presiding officer
i. democratic
j. privilege
k. harmony

___ 1. something to which one has a just claim

___ 2. priority of importance

___ 3. a proposal for action

___ 4. agreement

___ 5. relating to government by the people; rule of the majority

___ 6. a right, advantage, or favor

___ 7. without bias or prejudice

___ 8. more than one-half

___ 9. individual that guides or directs a meeting

___ 10. duty

___ 11. to be against

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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Communication Skills: A Guide for Cosmetology

Instructor's Guide

By

Barbara E. Selke

Published by

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Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information and activities for student instructors to help them in developing effective communication skills.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and the instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help in meeting those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests.

Although both publications are copyrighted, the instructor should feel free to make copies of the unit tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP) as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor having these students to show how the instructional materials can be adapted for specific individualized instruction. Consult local, state, and federal agencies that offer assistance and guidance and that can provide sound recommendations for productive classroom management.

Jack E. Robertson, Ph.D.
Director, Extension Instruction
and Materials Center

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Notes for the Instructor

This set of publications is designed for use by students learning to become cosmetology instructors. The student's manual is self-contained. It provides information and activities for student instructors to help them in developing effective communication skills. It includes units entitled "What Is Communication?" "Breakdowns in Communication," "Avoiding Communication Breakdowns," "Communication in the Workplace," "Communication in the Classroom," and "Parliamentary Procedure." Each of these six unit titles indicates a general competency area. Specific competencies, covered within the general competencies, are included in the student's manual and in the instructor's guide.

The learning activities are designed to reinforce learning of the information provided. These activities will help the students learn, apply, and remember the needed information and skills. It is suggested that the instructor assign those activities that fit the needs of each individual student and learning situation.

Evaluation of each learning activity will provide frequent checkpoints. The unit tests will provide further evaluation of the student's progress.

Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help you to develop the competencies you will need to be successful in your chosen profession as a cosmetology instructor.

Basic Competencies

- Indicate an understanding of the term communication by defining that term.
- Exhibit a knowledge of the ways people communicate by naming three principal ways this communication takes place.
- Demonstrate an understanding of 10 general causes of communication breakdowns by explaining those causes.
- Demonstrate an understanding of 12 ways to help avoid communication breakdowns by explaining those methods.
- Exhibit a knowledge of various kinds of communication by defining upward communication, downward communication, and horizontal communication.
- Indicate an understanding of behaviors and attitudes that encourage good communication in an organization by naming those behaviors and attitudes.
- Demonstrate an awareness of the characteristics of one who communicates well with clients by describing those characteristics.
- Exhibit an understanding of the differences and similarities of students who are adults and young adults and students who are children by explaining those differences and similarities.
- Demonstrate a knowledge of attitudes and behaviors that help create positive atmospheres in classrooms and schools by describing those attitudes and behaviors.
- Indicate a knowledge of types of student feedback that instructors can use to determine the effectiveness of their communication by noting those types of feedback.
- Demonstrate an awareness of the general principles underlying parliamentary procedure by listing those principles.
- Exhibit an understanding of the meaning and importance of equal access by promoting an atmosphere of equal access in schools and classrooms.

Answers to Learning Activities

Learning Activity 1. Questions to Answer

1. audible symbols, visual symbols, and body language
2. Answers will vary.
3. a
4. g
5. e
6. d
7. c
8. b
9. f
10. e
11. i
12. h
13. i

Learning Activity 2. Identification

a. V
b. A
c. V
d. B
e. B
f. V
g. B
h. A
i. A
j. V
k. B
l. B
m. A
n. V
o. A

Learning Activity 3. Types of Communication

The students' answers will vary. They should be evaluated on the basis of accuracy and completeness.

Learning Activity 1. Questions to Answer

1. (1) the variety of word meanings, both formal and informal; (2) differences in size and content of people's vocabularies
2. (1) the size and content of vocabulary; (2) familiarity with a given subject; and (3) the level of understanding of a given subject
3. volume, rate, clarity, tone
4. mixed messages
5. generalities
6. intentions, motivations
7. quickly, often
8. each time a message passes from one person to another, it changes slightly
9. don't want to make other person mad; will say only what they think the other wants to hear; want to protect themselves (make themselves look good, not bad)
10. Listening

Learning Activity 2. Causes of Breakdowns

Student responses will vary. Use the information and examples in this unit to evaluate the correctness and appropriateness of their answers.

Learning Activity 3. Matching

1. f
2. d
3. a
4. g
5. c
6. b
7. e
8. h
9. i

Learning Activity 4. Gossip

This learning activity is a class activity, so answers will vary. There are no "correct" answers.

Learning Activity 1. Improving Communication

(Any 10:)

1. Select words carefully.
2. Consider receivers' backgrounds.
3. Use voice appropriately.
4. Avoid mixed messages.
5. Be specific.
6. Develop trust.
7. Keep an open mind.
8. Limit go-betweens.
9. Consider status differences.
10. Be a good listener.
11. Use many channels.
12. Encourage feedback.

The students' examples will vary. Use the information in this unit to evaluate the accuracy and appropriateness of their answers.

Learning Activity 2. Fill in the Blanks

1. shortest, simplest, most common
2. their familiarity with certain words; their levels of understanding of given subjects
3. less
4. volume, rate, clarity, tone of voice
5. the topic is new or different; listeners are very young or old; listeners have hearing problems; listeners' primary language is not English
6. meanings, words
7. intentional, professional
8. mixed messages
9. true
10. (Any six:) being honest; being sincere; treating others with respect and dignity; being open in what you think and feel; allowing others to be open with you; being predictable; and being available when needed
11. complete; distorted
12. helps avoid added interpretations and translations that can change a message's meaning; allows us to know exactly what was said and to gain an idea of how that message was received
13. develop trust
14. giving full attention to messages and those sending them; tuning out distractions; keeping an open mind and not changing messages' meanings; and listening for key ideas and concepts and accompanying feelings and emotions
15. sound; sight; touch; smell; taste; kinesthesia
16. allows evaluation of how the message was received; provides opportunities to correct any misunderstandings that might have occurred
17. a response to a message that allows one to evaluate how that message was received
18. transmitted through the muscles, tendons, and joints; stimulated by bodily movements

Learning Activity 3. Communication Channels

Students' answers will vary. Use the information in figure 1 and your knowledge of cosmetology and teaching to evaluate their answers.

Learning Activity 4. Practice Communication Skills

Listening, Speaking, and Body Language: These are skills activities. There are no "correct" answers.

Writing: The correct count is 7.

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OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF MANY YEARS OF EXPERTS.

UNIT 4/ COMMUNICATION IN THE WORKPLACE

Learning Activity 1. Questions to Answer

1. a. **upward communication**—communication with people who have authority over you
   b. **downward communication**—communication with people over whom you have authority
   c. **horizontal communication**—communication between people who have equal authority
2. a. D d. D g. H
   b. U e. U h. D
   c. H f. U i. D
3. administrators, instructors, students
4. (Any three per item:)
   a. **administrator (downward)**—provides instructions or directions on doing one's job; provides information on current policies, procedures, and practices; provides overall idea of organization and where it is going; and provides feedback on performances of individuals and the system
   b. **instructor (upward)**—provides progress reports; requests help and guidance; collects information; provides suggestions and ideas; issues complaints; and makes requests
   c. **instructor (downward)**—provides information on current policies, procedures, practices; provides feedback; teaches skills, knowledge, attitudes, and behaviors; and provides emotional support
   d. **student (upward)**—collects information or clarification; provides progress reports; requests feedback; requests help and guidance; files complaints; offers suggestions and ideas; and makes requests
   e. **peer (horizontal)**—requests and provides information, feedback, progress reports, and guidance; and provides friendship and support
   f. **student-client**—makes clients feel welcome and appreciated; makes client feel comfortable with students' knowledge and skills; makes client aware of available services, procedures, costs; and determines client's wants and needs
5. fear of being embarrassed; fear of being penalized

6. respect for one another; sincere interest and concern for one another; honesty; positiveness; pleasantness; friendliness; taking responsibility for doing one's job well and on time; cooperativeness; and working for the benefit of the group as a whole
7. friendly; polite; tactful; considerate; responsible; dependable; enthusiastic; cooperative; respectful; interested in clients as unique individuals; good listener; and avoid controversial subjects
8. Be patient, diplomatic; stay calm; be attentive; communicate concern for client; and get instructor's help and advice when needed.

Learning Activity 2. Communication Examples

Students' answers will vary. The answers should indicate that the students understand the concepts of effective and noneffective communication.

Learning Activity 3. Write a Report

The students' answers should accurately describe the policies of your school or program regarding complaints. They should be evaluated on the basis of this accuracy and on completeness.

UNIT 5 / COMMUNICATION IN THE CLASSROOM

Learning Activity 1. Questions to Answer

1. They participate by choice; they have greater education and experience; they have specific expectations; they want to know the usefulness of what they are learning; their studies may be a relatively small part of their lives; and they take their errors very personally.
2. They are sensitive to sarcasm, ridicule, coldness, rejection, and judgmental attitudes; and they respond well to warmth, kindness, sincerity, and support, and to being treated with consideration, dignity, and respect.
3. true
4. false
5. Focus on the positive, and downplay the negative; accept students as unique, worthwhile individuals; treat students with respect and dignity; be honest and sincere in your words and actions; be open with students and allow them to be open with you without fear of embarrassment or criticism; be a good listener; don't judge students' worthiness or importance as people; and be dependable.
6. verbal feedback; body language; and exams and student presentations
7. equal access

Learning Activity 2. Messages and Feedback

Students' answers will vary. Evaluate their answers based on the information provided in this unit.

Learning Activity 3. Keep a Journal

As noted in the learning activity in the student manual, the students' journals are private. They are written for the student alone. Thus, instructor evaluation is neither required nor desired.

UNIT 6 / PARLIAMENTARY PROCEDURE

Learning Activity 1. Questions to Answer

1. false
2. efficient; democratic; harmony; cooperation
3. false
4. true
5. discuss; heard; oppose
6. simplest; direct
8. false
9. the question under consideration; its effects
10. true
11. impartial
12. This helps you to understand proceedings of meetings where they are used and how to behave appropriately; allows you to conduct meetings where they are used; and allows you to teach students parliamentary procedure
13. introducing old and new business; debating and settling motions; creating and using committees; and electing officers

Learning Activity 2. Matching

1. b
2. f
3. g
4. k
5. i
6. j
7. d
8. a
9. h
10. e
11. c

Answers to Unit Tests

UNIT 1. WHAT IS COMMUNICATION?

1. the transfer of ideas, information, and meanings between two or more people
2. a. body language; Raymond; Patricia
   b. visual symbol; the teacher; Carry
   c. body language; Jerry; Carolyn
   d. audible symbol; Mr. Holcomb; the students
   e. visual symbol; TCC; Larry
   f. body language; Ms. Davis; Robin
   g. visual symbol; the publisher; Doris
   h. audible symbol; Ms. Kern; Carmen
   i. audible symbol; the timer; Joe
   j. visual symbol; the time card; Hilda

UNIT 2. BREAKDOWNS IN COMMUNICATION

1. failure to choose the right words
2. failure to consider the receivers' backgrounds
3. inappropriate use of one's voice
4. sending mixed messages
5. being too general and not specific enough
6. distrust of another's intentions and motivations
7. judging too quickly and too often
8. using go-betweens, instead of communicating directly
9. status differences
10. failing to listen

Students' examples will vary. Use the information and examples in Unit 2 to evaluate the correctness and appropriateness of their answers.

UNIT 3. AVOIDING COMMUNICATION BREAKDOWNS

1. Use the shortest, simplest, and most common words that will express what you want to say.
2. Assume that they know somewhat less than their backgrounds might indicate.
3. volume, rate, clarity, tone
4. inconsistencies in messages transmitted through our body language, behaviors, and words
5. specific; general
6. by being honest and sincere; treating others with respect and dignity; being open and allowing others to be open with you; being predictable so others can depend on you; and being available when you're needed
7. It allows you to gather information that is more complete and less distorted by personal feelings or prior judgments and opinions.
8. Direct communication helps avoid changes in the meanings of our messages. It allows us to know exactly what was said and how it was received.
9. by being aware of problems created by status differences and taking special care to assure that messages are accurately sent and received; by developing trust
10. by giving full attention to messages and those sending them; by tuning out distorting factors; by keeping an open mind and interpreting messages without changing their

meanings; and by listening for key ideas and concepts and for accompanying feelings and emotions

11. Some people respond better to one type of communication than to another. Using different communication channels helps ensure that you will reach each person.
12. It allows people to evaluate how their messages were received. It provides an opportunity to correct any misunderstandings that may have occurred.

UNIT 4. COMMUNICATION IN THE WORKPLACE

1. a. **upward communication**—communication with people who have authority over you
   b. **downward communication**—communication with people over whom you have authority
   c. **horizontal communication**—communication between people who have equal authority
2. Students' examples will vary. Use the information and examples in Unit 4 to evaluate the accuracy and appropriateness of their answers.
3. respect for each other; sincere interest and concern for one another; honesty; positiveness; pleasantness; friendliness; taking responsibility for doing one's job well and on time; cooperativeness; and working for the benefit of the group
4. friendly; polite; tactful; considerate; responsible; dependable; enthusiastic; cooperative; respectful; interested in clients as unique individuals; good listeners; and avoid controversial subjects

UNIT 5. COMMUNICATION IN THE CLASSROOM

1. **Differences:** They participate by choice; they have greater education and experience; they have specific expectations; they want to know the usefulness of what they are learning; their studies may be a relatively small part of their lives; and they take their errors very personally.
   Similarities: They are sensitive to sarcasm, ridicule, coldness, rejection, and judgmental attitudes; they respond well to warmth, kindness, sincerity, and support, and to being treated with consideration, dignity, and respect.
2. Focus on the positive and downplay the negative; accept students as unique, worthwhile individuals; treat students with respect and dignity; be honest and sincere in your words and actions; be open with students and allow them to be open with you without fear of embarrassment or criticism; be a good listener; don't judge students' worthiness or importance as people; and be dependable.
3. verbal feedback; body language; and exams and student presentations
4. People can choose their occupations and jobs based on their interests and talents rather than on their sex, race, or ethnic o[illegible]in.

UNIT 6. PARLIAMENTARY PROCEDURE

1. The purpose of the rules of parliamentary procedure is to help conduct business in the most efficient and democratic manner, while promoting harmony and cooperation among the group members.
2. Parliamentary law guarantees the right of the majority to decide.
3. Parliamentary law protects the rights of the minority to discuss, to be heard, and to oppose.
4. Parliamentary procedure guarantees equal rights, privileges, and obligations for all members.
5. Parliamentary law guarantees that every question may be fully and completely discussed.
6. The will of the majority should be accomplished by the simplest and most direct procedure.
7. According to parliamentary law, motions have a definite and logical order of precedence.
8. Parliamentary law dictates that every member must be informed at all times of the question under consideration and its effects, if passed.
9. Parliamentary law requires that only one question be considered at one time.
10. Parliamentary law requires that the presiding officer be strictly impartial.

Unit Tests

TEST / UNIT 1

What Is Communication?

1. Define **communication.**

2. For each of the following indicate: the **type of communication;** the **sender;** and the **receiver.**

   a. Raymond's smile told Patricia he was pleased with the way his client's hair had curled.

   b. When Carry saw the "D" her teacher had put on her paper, she knew she had not done well on the test.

   c. Carolyn knew Jerry had seen her when he waved.

   d. When Mr. Holcomb asked the students to go to their seats, they knew class was about to begin.

   e. Larry knew he had passed the operator licensing examination when he received a notice in the mail from the TCC.

   f. Ms. Davis' voice told Robin that she was angry.

   g. Doris knew where to purchase the new cosmetology operator handbook by reading the flyer the publisher had sent to her.

   h. Ms. Kern did such a good job of explaining the new combing technique in class that Carmen understood it perfectly.

   i. When the bell on the timer rang, Joe knew it was time to rinse the dye from his client's hair.

   j. Her time card told Hilda that she had worked 30 hours that week.

TEST / UNIT 2

Breakdowns in Communication

Name ten general causes of breakdowns in communication. Give an example of each.

TEST / UNIT 3

Avoiding Communication Breakdowns

1. What is the general rule of thumb in choosing the words you use in communicating?
2. How should you use what you know about people's backgrounds to help promote good communication with them?
3. What four voice characteristics should you consider when determining the appropriate use of your voice?
4. Mixed messages are the result of _____.
5. Statements that are _____ are more likely to be correctly understood than those that are _____.
6. Explain how trust can be earned.
7. How does keeping an open mind help improve communication?
8. Why is direct communication preferred over using go-betweens?
9. How can you help decrease communication problems caused by status differences?
10. How can you improve your listening skills?
11. Why should you use as many communication channels as possible in your communications?
12. Why is communication that includes feedback better than communication that does not?

TEST / UNIT 4

Communication in the Workplace

1. Define each of the following terms:

   a. upward communication—
   b. downward communication—
   c. horizontal communication—

2. Give one example of each of the three types of communication noted in Question No. 1.

3. What five behaviors and/or attitudes encourage good communication in an organization?

4. Describe six characteristics of students who communicate well with clients.

TEST / UNIT 5

Communication in the Classroom

1. Describe how students who are adults and young adults are different from and are similar to students who are children.

2. Describe eight attitudes and behaviors that help create a positive atmosphere in classrooms and schools.

3. Name three types of feedback instructors can use to determine the effectiveness of their communications.

4. Define **equal access.**

TEST / UNIT 6

Parliamentary Procedure

Describe ten general principles underlying parliamentary procedure.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.